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ABSTRACT

This teaching guide focuses on the Southern European food heritage. It is part of the Louisville Area Ethnic Heritage Studies Project described in ED 150 043. The project materials are designed to foster communication across intercultural/ethnic lines. The objective of this unit is to gain familiarity with and appreciate foods from Spain, France, Portugal, Italy, and Greece, noting cultural, historical, social, and religious influences on foods. Planned as a supplement to a gourmet foods course, suggested time allotment is one week. The guide includes a pretest, five behavioral objectives accompanied by instructional strategies and facilitating materials, and four worksheets asking questions about Italian, French, Greek, Spanish, and Portuguese cooking. A posttest, key to the pretest, and bibliography of resources and materials conclude the unit. (Author/CK)

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ETHNIC STUDIES

SOUTHERN EUROPEAN FOODS

Experimental Unit

Project Directors:

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SO 011 785

ETHNIC HERITAGE PROJECT

1976-1977

Jefferson County Public Schools, Louisville, Kentucky

ETHNIC HERITAGE STUDIES: SOUTHERN EUROPEAN FOODS

Experimental Unit, 1976

Preliminary Draft

JEFFERSON COUNTY PUBLIC SCHOOLS

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ACKNOWLEDGMENTS

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FOREWORD

Recognizing the value of an ethnic studies program as a vehicle for promoting positive attitudes toward cultural diversity, Jefferson County Public Schools curriculum writers and teachers, in conjunction with representatives of the University of Louisville and the Bicentennial Committee of the Louisville Chamber of Commerce, have examined present ethnic studies courses of the Jefferson County Public Schools and have developed components for these courses.

Funded by the United States Office of Education, the newly developed units focus on increasing understanding and appreciation of the diversity among ethnic groups represented in the Greater Louisville community.

The units will be tested and evaluated in pilot classrooms during the 1976-1977 school year.

E. C. Grayson

Ernest C. Grayson
Superintendent
Jefferson County Public Schools

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RATIONALE FOR ETHNIC STUDIES

The recognition of cultural pluralism as intrinsic in society in the United States is receiving increased attention from the nation's educators who realize that cultural diversity manifests itself daily in the classroom and often is the source of communication breakdown, misunderstanding, and conflict.

Consequently, school systems across the country are seeking to develop a variety of curriculum offerings that will deal with this cultural diversity in substantive and affirmative ways.

The Jefferson County Public Schools became directly involved in this search as the result of a grant from the United States Office of Education for the development of an Ethnic Studies Program in local schools. The grant resulted from a joint proposal by the University of Louisville, the Jefferson County Public Schools, and the Louisville Chamber of Commerce.

To meet grant guidelines, a curriculum writing committee comprised of local instructional leaders and teachers met during the months of July and August, 1976, to develop criteria for an ethnic studies program, to analyze present ethnic studies courses, to construct model units for implementation in county classrooms, and to plan ethnic fairs in six county schools.

PROGRAM CRITERIA

The Curriculum Writing Committee for the Ethnic Studies Program believes that an Ethnic Studies Program should cross disciplinary lines throughout the curriculum and must include the examination of major ethnic groups represented in American society.

The committee further believes that the specific characteristics listed below mark a definitive ethnic studies program and should be reflected, in varying degrees, in individual ethnic studies courses.

Characteristics

An Ethnic Studies Program, logically:

1. Emphasizes the universality of human needs
2. Explores the experiences and contributions of ethnic groups
3. Analyzes the relationships between ethnic groups
4. Develops a historical perspective of ethnic groups
5. Provides a balanced accurate and impartial treatment of ethnic groups
6. Analyzes ethnic myths and stereotypes
7. Contains interdisciplinary elements
8. Explores future prospects of ethnic groups
9. Endorses the principle of social equality of individuals
10. Focuses on attitudes and values of ethnic groups
11. Promotes individual self-awareness and feelings of self worth
12. Seeks accommodation, appreciation and acceptance of cultural diversity

Unit Title: _____

Unit Description/Purpose: _____

_____

	YES	NO	NOT APPLICABLE
Emphasizes the universality of human needs			
Explores the experiences and contributions of ethnic groups			
Analyzes the relationships between ethnic groups			
Develops a historical perspective of ethnic groups			
Provides a balanced accurate and impartial treatment of ethnic groups			
Analyzes ethnic myths and stereotypes			
Contains interdisciplinary elements			
Explores future prospects of ethnic groups			
Endorses the principle of social equality of individuals			
Focuses on attitudes and values of ethnic groups			
Promotes individual self-awareness and feelings of self worth			
Seeks accommodation, appreciation and acceptance of cultural diversity			

ETHNIC STUDIES: SOUTHERN EUROPEAN FOODS

Description of the Unit

This unit focuses on the Southern European food heritage and can serve as a supplement to Home Economics 306--Gourmet Foods. (See pp. 14-15 of the curriculum guide.)

Suggested Time

1 week

General Objective

Gains familiarity with and appreciation for Southern European foods.

Concepts

Cultural, historical, social, and religious influences on food

PRETEST

Southern European Foods

Part I

Complete the following chart by naming the country of origin for each food and responding to the statements in columns B, C, and D by placing a check mark in the proper columns.

	(A) Country of Origin	(B) I have tried this food.	(C) I have prepared this food.	(D) I like this food.
1. Gazpacho				
2. Souffle´				
3. Coriander (spice)				
4. Antipasto				
5. Omelette				
6. Pizza				
7. Cream puffs				
8. Soupa avgolemono				
9. Crepe				
10. Broa				
11. Veal parmigiana				
12. Sweetened fritters				
13. Mornay sauce				
14. Bouillabaisse				
15. Marinara sauce				
16. Arroz con Pollo				
17. Quiche Lorraine				
18. Mayeritsa				
19. Spinach pie				
20. Ervilhas guisadas `a portuguêsa				

Part II

Each food characteristic in Column I is associated with a nation or region in Column II. Match the food characteristic in Column I to the nation or region in Column II.

Column I		Column II
_____ 21.	Food usually spicy and rich in cream and butter	A. Greece
_____ 22.	Food usually full of pasta and starchy	B. Portugal
_____ 23.	Food rich in eggs and cheese	C. Spain
_____ 24.	Common dish including rice, saffron and whatever happens to be fresh and cheap at the market	D. France
		E. Italy
_____ 25.	Foods consisting of refreshing fruits such as melon and grapes	

Part III

Circle the letter that represents the best response to the statement and/or question. Write the answer for question 28.

26. Food heritage is best defined as--

A. Food at a certain time of year
B. Foods that you are accustomed to eating
C. Foods of different cultures
D. Foods that were handed down by your ancestors

27. Which of the following is the best choice for tracing the historical development of food heritage?

A. Ancestors
B. Communities
C. Religion
D. A and B
E. All of the above

28. Which of the Southern European foods listed in the checklist do you like best?

Behavioral Objectives 1-4

Having completed selected readings, the student will select the best definition for the term food heritage and will identify a major source influencing a nation's food heritage.

Given a list of names of foods of Southern Europe found in the post test, the student will identify the country of origin for each.

Given a list of descriptive phrases about food characteristics of Southern European countries, the student will match the country with the phrase most accurately describing its food.

Having collected information about Southern European foods, the student will prepare, with a small group, a dish representative of a Southern European country.

Instructional Strategies

Assign selected readings as background information on Southern European foods.

Show a filmstrip giving background information on Southern European foods.

Have students complete Work Sheets 1-4 on Southern European cooking (see pp. 6-9).

Have students, working in groups representing Italy, Greece, Spain, France, and Portugal, prepare a dish common to the country. Ask students to serve their dishes at the Southern European meal for the class.

Facilitating Materials

Kit:
My Ancestors Came from Italy.

Feibleman, Peter S. The Cooking of Spain and Portugal.

Fisher, M. F. K. The Cooking of Provincial France.

Lo Pinto, Mario, and Miloradovich, Milo. The Art of Italian Cooking.

Nickles, Harry G. Middle Eastern Cooking.

Kit:
America's Culinary Heritage. (filmstrip)

Behavioral Objective 5

Having studied Southern European foods and having participated in the selection and preparation of a food dish representative of Southern Europe, the student will sample each of the student-prepared foods and indicate on a post test: (1) the food dish he/she liked best, (2) the food he/she liked least, (3) the food he/she has influenced someone else to try, and (4) the attitude he/she has toward trying ethnic foods in the future.

Instructional Strategies	Facilitating Materials
Have students sample each of the food dishes prepared for the meal.	
Administer post test to students.	Post Test, pp. 10-12.

Work Sheet 1

Ethnic Studies
Southern European Foods

ITALIAN COOKING

1. List two to four characteristics of Italian foods.

2. Of what does an Italian menu consist?

3. Name seven pastas which are typical of Italy.

4. Name seven fillings of pastas and their nicknames.

5. Name three methods for cooking Italian food.

6. Briefly discuss two regional styles of cooking Italian foods.

   North

   South

Work Sheet 2

Ethnic Studies
Southern European Foods

FRENCH COOKING

1. What is meant by French grande cuisine?

2. What is meant by French provincial cooking?

3. What is the name of a well-known French chef?

4. Name two familiar sauces of French cookery.

5. Briefly identify four ancient regions in France and describe their contributions to good eating.

Work Sheet 3

Ethnic Studies
Southern European Foods

SPANISH AND PORTUGUESE COOKING

1. Name one cooking characteristic for each of the following geographical zones:

   a. Andalusia

   b. Levante

   c. Catalonia

   d. Asturias and Galicia

   e. Castile

   f. Northern Portugal

   g. Southern Portugal

2. What does the term <u>sofrito</u> mean?

GREEK COOKING

1. Many Greek foods are served on special holidays or during certain festivals. Name five Greek foods prepared for special occasions and indicate for what special days they are served.

2. List the ingredients included in a "rural salad" or Greek salad.

3. Hunkar Bengendi is the Greek dish said to be the favorite of kings. Briefly describe the ingredients in and directions for its preparation.

4. Name two Greek pies which are made from unusual vegetables.

POST TEST

Southern European Foods

Part I

Complete the following chart by naming the country of origin for each food and responding to the statements in columns B, C, D, and E by placing a check mark in the proper columns.

	(A) Country of Origin	(B) I have tried this food.	(C) I have prepared this food.	(D) I like this food.	(E) I have influenced someone else to try this food.
1. Gazpacho					
2. Mornay sauce					
3. Veal parmigiana					
4. Souffle´					
5. Arroz con Pollo					
6. Coriander (spice)					
7. Ervilhas guisadas `a portuguêsa					
8. Broa					
9. Quiche Lorraine					
10. Cream puffs					
11. Crepe					
12. Antipasto					
13. Soupa avgolemono					
14. Marinara sauce					
15. Mayeritsa					
16. Spinach pie					
17. Sweetened fritters					
18. Bouillabaisse					
19. Paella					
20. Pizza					
21. Omelette					

Part II

Each food characteristic in Column I is associated with a nation or region in Column II. Match the food characteristic in Column I to the nation or region in Column II.

	Column I	Column II
_____ 22.	Common dish including rice, saffron and whatever happens to be fresh and cheap at the market	A. Greece
_____ 23.	Food rich in eggs and cheese	B. Portugal
_____ 24.	Food usually full of pasta and starchy	C. Spain
_____ 25.	Food usually spicy and rich in cream and butter	D. France
_____ 26.	Foods consisting of refreshing fruits such as melon and grapes	E. Italy

Part III

Circle the letter that best completes the statement and/or question. Write answers for questions 29 and 30 and check answers for questions 31 and 32.

27. Which of the following is the best choice for finding the historical development of food heritage?

A. Ancestors
B. Communities
C. Religion
D. A and B
E. All of the above

28. Food heritage is best defined as

A. Food at a certain time of year
B. Foods that you are accustomed to eating
C. Foods of different cultures
D. Foods that were handed down by your ancestors

29. Which Southern European food dish did your group select? Why?

30. Which of the Southern European food dishes did you like best? If changed from pretest, why did you change your mind?

31. How would you describe your participation in a group in selecting and preparing the Southern European food dish?

Willingly participated ___	Did a little bit ___	Not much ___	Did not participate ___

32. How do you feel about trying new ethnic foods in the future?

Willing to try ___	May try ___	Will not try ___

KEY TO PRETEST

Part I

Food	Country of Origin
1. Gazpacho	Spain
2. Souffle´	France
3. Coriander (spice)	Portugal
4. Antipasto	Italy
5. Omelette	France
6. Pizza	Italy
7. Cream puffs	Italy
8. Soupa avgolemono	Greece
9. Crepe	France
10. Broa	Portugal
11. Veal parmigiana	Italy
12. Sweetened fritters	Greece
13. Mornay sauce	France
14. Bouillabaisse	France
15. Marinara sauce	Italy
16. Arroz con Pollo	Spain
17. Quiche Lorraine	France
18. Mayeritsa	Greece
19. Spinach pie	Greece
20. Ervilhas guisadas `a portuguêsa	Portugal

Part II

21. B
22. E
23. D
24. C
25. A

Part III

26. B
27. D

KEY TO POST TEST

Part I

Food	Country of Origin
1. Gazpacho	Spain
2. Mornay sauce	France
3. Veal parmigiana	Italy
4. Souffle´	France
5. Arroz con Pollo	Spain
6. Coriander (spice)	Portugal
7. Ervilhas guisadas `a portuguêsa	Portugal
8. Broa	Portugal
9. Quiche Lorraine	France
10. Cream puffs	Italy
11. Crepe	France
12. Antipasto	Italy
13. Soupa avgolemono	Greece
14. Marinara sauce	Italy
15. Mayeritsa	Greece
16. Spinach pie	Greece
17. Sweetened fritters	Greece
18. Bouillabaisse	France
19. Paella	Spain
20. Pizza	Italy
21. Omelette	France

Part II

22. C
23. B
24. E
25. D
26. A

Part III

27. D
28. B

RESOURCES AND MATERIALS*

Kits

America's Culinary Heritage. Corning Glass Works, 1976. 1 color filmstrip, 1 cassette, 7 recipes, 2 posters, and 1 manual.

My Ancestors Came from Italy. Touch and See Educational Resources, 1975. Contains 400 activity cards. (Available from Brown Media Center)

Books

Child, Julia. The French Chef Cookbook. New York: Alfred A. Knopf, Inc., 1972.

Feibleman, Peter S. The Cooking of Spain and Portugal. Foods of the World Series. New York: Time-Life Books, 1969.

Fisher, M. F. K. The Cocking of Provincial France. Foods of the World Series. New York: Time-Life Books, 1968.

Flynn, Elizabeth W., and La Faso, Johns. Designs in Affective Education. Paramus, N.J.: Paulist/Newman Press, 1974.

Lo Pinto, Mario, and Miloradovich, Milo. The Art of Italian Cooking. New York: Bantam Books, Inc., 1948.

Nickles, Harry G. Middle Eastern Cooking. Foods of the World Series. New York: Time-Life Books, 1971.

Shapiro, Rebecca. Wide World Cookbook. Boston: Little, Brown & Company, 1962.

*If materials are not available in the school, telephone the Ethnic Heritage Studies Project Office at Education Development Center (456-3270).

BOOK SELECTION AND REEVALUATION POLICY

Objectives

The primary objective of the school materials center is to implement, enrich and support the educational program of the school.

The school materials center should contribute to the social, intellectual, cultural and spiritual development of the students.

Selection

Materials for the school materials center should be selected by librarians in consultation with administrators, supervisors, faculty members, students and parents.

Reputable, unbiased, professionally prepared selection aids should be consulted as guides.

Criteria for selection

Selection should consider the needs of the individual school based on a knowledge of the curriculum and on requests from administrators and teachers.

Consideration should be given to individual students based on a knowledge of elementary and secondary youth and on requests of parents and students.

Selection should provide for a wide range of materials on all levels of difficulty, with a diversity of appeal and the presentation of different points of view.

The instructional materials should have high literary value.

Materials should have superior format.

Jefferson County Public Schools. Key to Policies and Procedures for Librarians. Louisville, Ky.: Jefferson County Board of Education, 1969.

BOOK SELECTION AND MATERIAL REEVALUATION PROCEDURES

Revised June 27, 1969

We seek to educate young people in the democratic tradition, to foster a recognition of individual freedom and social responsibility, to inspire meaningful awareness of and respect for the Constitution and the Bill of Rights, and to instill appreciation of the values of individual personality. It is recognized that these democratic values can best be transmitted in an atmosphere which is free from censorship and artificial restraints upon free inquiry and learning and in which academic freedom for teacher and student is encouraged.

It is further recognized that there are areas of such a controversial or questionable nature that some restraints upon complete academic freedom are necessary.

The Jefferson County Board of Education wishes to meet ignorance, hatred and prejudice not with more ignorance, hatred and prejudice; but with understanding, goodness, and reason. Therein no individual will be allowed to impose his personal views in any subject area, and the best professional behavior and individual thought will be expected at all times. When political, moral or social problems arise within the classroom as topics of discussion or study, opportunities for opposing points of view must be provided.

The Board of Education does not advocate a policy of censorship, but a practice of judicious selection of materials to be used with students in the classrooms of Jefferson County Public Schools, and wants only to be helpful to the teachers in providing good learning experiences for boys and girls. Teachers shall use prudent judgment in determining whether materials are of such nature and shall submit items to their principal and supervisors for approval before inclusion in their instructional programs. Should such material be selected for inclusion in a teacher's curriculum guide, and objections to same evolve, the Board insists upon the following.

Individuals involved will be provided an opportunity to discuss the matter fully with local school personnel.

The materials reevaluation procedure will be initiated and conclusions reported to the school and individuals involved. See attached BOOK SELECTION AND MATERIALS REEVALUATION POLICY.

With reference to library books per se and book selection, the form used in 1963-69 and the years before may be used. See attached CITIZEN'S REQUEST FOR REEVALUATION OF MATERIAL.

Furthermore, in recognition of the scope of this problem, the Board encourages the administrations of the local schools to form panels of qualified persons, appointed fairly (e.g., teacher, parents and other school and community representatives) to consider materials to be used in the curriculums that might have an adverse effect on students. In addition, the Board suggests that individual school departments be encouraged to consider, read and review all supplementary curricular inclusions that might be offensive politically, socially or otherwise.

BOOK SELECTION AND MATERIALS REEVALUATION POLICY

Individuals, organizations, or groups who challenge or criticize instructional materials shall be asked to complete the form Citizen's Request for Reevaluation of Material comparable to that suggested by the National Council of Teachers of English.

After completing the above mentioned form, a school committee composed of the teacher in the subject area, the principal, the supervisor and the librarian shall review with the complainant the written criticisms and attempt to reach a decision concerning the complaint.

If a decision is not reached which is satisfactory to the complainant, the principal shall request the Associate Superintendent for Instruction to delegate a central committee to review and make a final decision concerning the disposition of the complaint. This decision will be reported back to the principal by the Associate Superintendent for Instruction. This central committee shall be composed of an administrator, a supervisor in the subject area under question, a classroom teacher in the subject area, the Coordinator of Library Services and a mature* parent, preferably from the school district from which the complaint orginates. No member of the central committee shall have been a member of the local school committee with the exception of the supervisor.

The materials involved shall have been withdrawn from general circulation and use pending a decision in writing by the central committee.

However, in the event the complainant does not concur with the decision, he may request that this child be excused from any contact with the objectionable subject matter. Such requests will be honored.

*The word mature in this context applies to all members of the committee and means highly developed or advanced in intellect, moral qualities and outlook.

The materials center in each school should have on file "Citizen's Request for Reconsideration of a Book" from The Students' Right to Read. Reprinted by permission of the National Council of Teachers of English, October 16, 1963.

CITIZEN'S REQUEST FOR REEVALUATION OF MATERIAL

Type of Material _____Book _____Filmstrip _____Lecture _____Film _____Record _____Other

Author (if known) _____

Title _____

Publisher (if known) _____

Request initiated by _____

Telephone _____ Address _____

Complainant represents:

_____himself

_____organizations (Name) _____

_____other group (Name) _____

1. To what in the material do you object? (Please be specific) _____

_____

2. What do you feel might be the result of exposure to the material? _____

_____

3. For what age group would you recommend this material? _____

4. Is there anything good about this material? _____

5. Did you inspect all of this material carefully? _____ What parts? _____

_____

6. Are you aware of the judgment of this material by critics? _____

7. What do you believe is the theme or main idea in this material? _____

_____

8. Which of the following would you like the school to do with this material?

_____refrain from assigning it to your child

_____withdraw it from all students

_____refer it to the committee for reevaluation

9. In its place, what material, if any, would you recommend that would convey as valuable a picture and perspective of our civilization? _____

_____

Signature of Complainant _____

The Ethnic Heritage Studies Project is sponsored by the Jefferson County Public School System, the University of Louisville, and the Louisville Bicentennial Corporation of the Chamber of Commerce and is partially funded by the United States Office of Education. The unit is being used exclusively by selected teachers in the Jefferson County Public Schools.